

APPENDIX C
Institutional Questionnaire
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2003-2004

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2006). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates. (NOTE: Not Applicable for the April 7, 2004 Report)

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004

| | | | | | |
|---|-------------------------------|-------------------------|--------------------------|----------------------------|----------------------------|
| Institution Name: | | | | | |
| Academic year: | | | | | |
| Number of program completers: | | | | | |
| Type of Assessment † | Assessment Code Number | # taking assess. | # passing assess. | Institut. pass rate | Statewide pass rate |
| | | | | | |
| <i>Basic Skills</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| Assessment 3 | | | | | |
| | | | | | |
| | | | | | |
| <i>Professional Knowledge</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| Assessment 3 | | | | | |
| | | | | | |
| | | | | | |
| <i>Academic Content Areas (math, English, biology etc.)</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| Assessment 3 | | | | | |
| | | | | | |
| | | | | | |
| <i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| Assessment 3 | | | | | |
| | | | | | |
| | | | | | |
| <i>Teaching Special Populations (special education, ESL etc.)</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| | | | | | |
| | | | | | |
| <i>Performance Assessments</i> | | | | | |

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004

| | | | | |
|---|----------------------------|-----------------------------|--------------------------------|--------------------------------|
| Institution Name: | | | | |
| Academic year: | | | | |
| Total number of program completers: | | | | |
| Type of Assessment † | # taking assess | # passing assess | Institut. pass rate | Statewide pass rate |
| <i>Aggregate: Basic Skills*</i> | | | | |
| | | | | |
| <i>Aggregate: Professional Knowledge*</i> | | | | |
| | | | | |
| <i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i> | | | | |
| | | | | |
| <i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i> | | | | |
| | | | | |
| <i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i> | | | | |
| | | | | |
| <i>Performance Assessments*</i> | | | | |
| | | | | |
| <i>Summary of Individual Assessments**</i> | | | | |
| <p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p> | | | | |

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Third Year Cohort Update

| | | | | | |
|---|-----------------------------------|-----------------------------|------------------------------|--------------------------------|--------------------------------|
| Institution Name: | | | | | |
| Academic year: | | | | | |
| Number of program completers: | | | | | |
| Type of Assessment † | Assessment Code Number | # taking assess. | # passing assess. | Institut. pass rate | Statewide pass rate |
| <i>Basic Skills</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| Assessment 3 | | | | | |
| | | | | | |
| | | | | | |
| <i>Professional Knowledge</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| Assessment 3 | | | | | |
| | | | | | |
| | | | | | |
| <i>Academic Content Areas (math, English, biology etc.)</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| Assessment 3 | | | | | |
| | | | | | |
| | | | | | |
| <i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| Assessment 3 | | | | | |
| | | | | | |
| | | | | | |
| <i>Teaching Special Populations (special education, ESL etc.)</i> | | | | | |
| Assessment 1 | | | | | |
| Assessment 2 | | | | | |
| | | | | | |
| | | | | | |
| <i>Performance Assessments</i> | | | | | |

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Cohort Update

| | | | | |
|---|----------------------------|-----------------------------|--------------------------------|--------------------------------|
| Institution Name: | | | | |
| Academic year: | | | | |
| Total number of program completers: | | | | |
| Type of Assessment † | # taking assess | # passing assess | Institut. pass rate | Statewide pass rate |
| <i>Aggregate: Basic Skills*</i> | | | | |
| <i>Aggregate: Professional Knowledge*</i> | | | | |
| <i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i> | | | | |
| <i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i> | | | | |
| <i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i> | | | | |
| <i>Performance Assessments*</i> | | | | |
| <i>Summary of Individual Assessments**</i> | | | | |
| <p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p> | | | | |

† See appendix E for a list of teacher assessments by skill and knowledge categories

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2005, the relevant information is for those completing program requirements in academic year 2003-2004. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2003-2004, including all areas of specialization.

1. Total number of students enrolled during 2003-2004: 535

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2003-2004? 240

3. Please provide the numbers of supervising faculty who were:

29 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

4 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

22 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision

and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2003-2004: 55

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 4.4

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 16. The total number of hours required is 640 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Overview of Program

The Boise State University teacher preparation program for initial certification aligns with the Interstate New Teacher Assessment and Support Consortium (INTASC) recommendations, National Council for Accreditation of Teacher Education (NCATE) 2000 Standards, National Board Professional Teaching Standards (NBPTS), and the Idaho Student Achievement Standards.

Initial preparation of educators represents a collaborative university-wide effort involving four colleges and 19 departments. A Teacher Education Coordinating Council (TECC), consisting of a representative from each of the teacher education programs on campus, functions as the major governing, policy-making body for teacher education.

Secondary education candidates take pedagogy coursework and applied field experiences through the College of Education, but receive their degrees in the colleges housing their content area majors. They must complete a minimum of 45 credits in their content area or 30 credits in their content area and 20 credits in a minor teaching area, 16 credits of pedagogical content knowledge aligned with professional state and national standards, and 19 credits of associated field experience. Candidates in elementary education complete 45 credits of subject area content, 12 credits of pedagogical content knowledge that is aligned with professional, state and national standards, and 23 credits of associated field experience. Beginning fall 2004, each candidate will be required to successfully pass PRAXIS II content area exams prior to student teaching.

Field Experiences allow candidates to:

- Apply and reflect on their content, professional and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults
- Extend the unit's conceptual framework into practice through modeling by clinical faculty and well-designed opportunities to learn through doing
- Integrate learning into the school program and into teaching practice
- Be observed by others
- Interact with teachers, college or university supervisors, and other interns about their practice regularly and continually
- Be members of instructional teams in the school and active participants in professional decisions
- Become involved in a variety of school-based activities directed at the improvement of teaching and learning, including the use of information technology
- Collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning

Partnerships have been formed with 20 schools in the Boise, Caldwell, Meridian and Nampa school districts. Under the supervision of both mentor teachers in the schools and professional education faculty members, pre-service candidates complete sequenced and structured field experiences at partnership schools. These experiences begin during the first semester of the sophomore year for elementary education candidates, in the junior year for secondary education candidates, and continue every semester thereafter. The teacher education programs, in conjunction with school partners determine the specific placement of candidates.

To facilitate the professional relationship between the unit and school colleagues in P-12 settings, each partnership school has a professional education or adjunct faculty member assigned to the school as a liaison. Liaisons serve two primary roles: (a) supervisors for the pre-service candidates placed at the school, and (b) professional resources for the professional staff members at the school. The liaisons are selected for this partnership work in large part because of their specific knowledge and skills in working with school professionals in P-12 settings. Liaisons spend one day each week at the assigned partnership site observing candidates on a regular basis, with emphasis on the professional year.

The Director of the Office of College/School Partnerships and Field Experiences (OCSPE) meets each spring with partnership schools to discuss the upcoming year. Professional year candidates are interviewed as part of the process and assigned to sites based on school preferences. All field placements are coordinated with public schools through the OCSPE.

Unit Assessment Plan

The Unit Assessment Plan is based on a series of questions asked at critical times in the program. The assessment procedures are designed to inform decisions about how programs are established, maintained, and changed as well as to provide information regarding individuals as they progress through the system. The plan is related to the Conceptual Framework (The Reflective Practitioner), is performance based, and is linked to the learning outcomes of P-12 students.

Transitions Points

There are four clearly identified transition points or “gates” at which the candidates’ knowledge, skills and dispositions are evaluated to determine if they are ready to progress to the next level. These transition points include:

- Entry into the program;
- Entry into the professional year;
- Entry into student teaching; and
- Prior to certification.

When candidates meet the requirements for each gate, they are allowed to move to the next level in the program. Failure to meet all requirements results in a delay of the candidates’ advancement in the program and may include remediation or program dismissal. The requirements at each gate, along with an indication of how they are linked to learning outcomes in the conceptual framework and state standards, are shown in the following four tables.

| Gate 1: ADMISSION TO TEACHER EDUCATION | Common Core Standards & Principles | | | | |
|---|--|-------|--|--------------|--|
| | NCATE | State | Elementary | Secondary | GRADUATE |
| Approval | 1 | 1 | Signature of Content Area Advisor and Director of OCSPFE | | Admission to Graduate College and Graduate Degree Program |
| Minimum “C” in all required courses | 1 | 1 | Minimum “C” in all required courses or meeting higher grade requirements stipulated by major program area | | |
| Cumulative GPA | 1 | 1 | 2.50 | 2.50 | 3.00 |
| Education GPA | 1 | 1 | 2.75 | 2.75 | ----- |
| Content GPA | | | | | 2.75 |
| Praxis I –Writing | 1 | 1 | 172 | 172 | 172 |
| Praxis I – Math | 1 | 1 | 175 | Not required | Not required |
| Educational Technology Assessment (ETA) | 1,6 | 1,6 | 75 | 75 | 75 |
| Dispositions | 1 | 1-10 | EDUC 201 & Blocks 1 & 2 | EDUC 201 | EDUC 505 |

| Gate 2: ADMISSION TO PROFESSIONAL YEAR | Common Core Standards & Principles | | | | |
|---|---------------------------------------|-------|--|-----------|----------|
| | NCATE | State | Elementary | Secondary | Graduate |
| Approval | 1 | 1 | Signature of Content Area Advisor and Director OCSPFE | | |
| Minimum “C” in all Required Courses | 1 | 1 | Minimum “C” in all required classes or meeting higher grade requirements stipulated by major program area | | |
| Cum. GPA | 1 | 1 | 2.75 | 2.50 | 3.00 |
| Ed. GPA | 1 | 1 | 3.00 | 3.00 | 3.00 |
| Content GPA | 1 | 1 | 3.00 | 2.75 | 3.00 |
| Comp. Literacy Part 1 (Structure of Language) & Part 3 (Assessment) | | | Minimum score of 70 on parts 1 and 3 | | |
| Dispositions | 1 | 1-10 | Blocks 3 (EESS); Block 1 (CIFS) | | |
| Work Sample | 1,2,3,4 | 1-10 | Formative Work Sample | | |

| Gate 3: ADMISSION TO STUDENT TEACHING | Standards & Principles Related to Common Core | | | | |
|---|---|-------|--|-----------|----------|
| | NCATE | State | Elementary | Secondary | Graduate |
| Minimum “C” in all Required Courses | 1 | 1 | Minimum “C” in all Required Courses or meeting higher grade requirements stipulated by major program area | | |
| Cum. GPA | 1 | 1 | 2.75 | 2.50 | 3.00 |
| Ed. GPA | 1,2,3,4 | 1-10 | 3.00 | 3.00 | 3.00 |
| Content GPA | 1 | 1 | 3.00 | 2.75 | 3.00 |
| Dispositions | 1 | 1-10 | Block 2(6-12/K-12) | | |
| Comprehensive Literacy Part 2 (Comprehension) | | | Minimum score of 70 on Part 2 | | |
| Work Sample | 1,2,3,4 | 1-10 | Work Sample - Formative | | |
| 3-Way Evaluation | 1,2,3,4,6 | 1-9 | Three Way Evaluation | | |

| Gate 4: CERTIFICATION | Standards & Principles Related to Common Core | | | | |
|--|---|-------|--|-----------|----------|
| | NCATE | State | Elementary | Secondary | Graduate |
| Minimum “C” in all Required Courses | 1 | 1 | Minimum “C” in all Required Courses or meeting higher grade requirements stipulated by major program area | | |
| Work Sample | 1,2,3,4 | 1-10 | Work Sample - Summative | | |
| 3-Way Evaluation | 1,2,3,4,6 | 1-9 | Three-way Evaluation | | |
| Praxis II Content Area Exam | 1 | 1 | Praxis II Content Area Exams will be required of all Teacher Education graduates beginning September 1, 2004. | | |
| Recommendation | | | Signature of COE Dean or designated representative | | |

Data Collection

The Assessment System is designed to collect and compile data at regular intervals aligning with transition points. The following table identifies who is responsible for each component of assessment.

| Component | What | Who |
|-------------------------------------|---|---|
| Knowledge of Basic Skills | Praxis I | Advisors |
| Knowledge of Liberal Arts | Minimum C in required courses or meeting higher grade requirements stipulated by major program area Cumulative GPA | Advisors & Department Chairs Advisors & Department Chairs |
| Professional and Pedagogy Knowledge | ETA Comp Literacy Test Ed. GPA & Major GPA | Technology Instructors Literacy Instructors Advisors & Department Chairs |
| Teaching Knowledge | Education GPA Early Block Evaluation | Advisors & Department Chairs Instructors |
| Dispositions | Early Block Evaluation Foundation Course | Faculty/liaisons/mentors Instructors |
| Performances | Three Way Evaluation Teacher Work Sample | University Liaisons University Liaisons |
| Course Evaluations | Each Required Course Evaluated | Department Chairs |
| Student Advising | Student Satisfaction | Department Chairs |
| Admissions Procedures | Student Satisfaction | Teacher Education Leadership Team |
| Supervision of Field Placements | Field Placement Satisfaction Student Liaisons Mentor Teachers | Liaisons & Mentors Students & Mentors Students & Liaisons |
| Student Program Satisfaction | Student Satisfaction | Faculty & Department Chairs |
| Employment Rate | Collect % of Graduates Employed | Institutional Assessment |
| Employer Satisfaction | Satisfied With Graduates | Office of College School Partnerships and Field Experiences; Institutional Assessment |
| Governance of Partnerships | Governance of PDS | Unit |

Throughout the teacher education program assessment system, candidate knowledge, skills, and dispositions are systematically assessed. Candidates' mastery of content areas and pedagogical and professional knowledge are demonstrated through field experiences and clinical practices that facilitate candidates' exploration of their knowledge, skills, and dispositions. Candidates work with clinical faculty to critique and reflect on each other's practice and their effects on student learning. The following is an overview of how each of the Idaho Core Teacher Standards is assessed.

Principle 1 Knowledge of Subject Matter: The teacher understands the central concepts; tools of inquiry, and structures of the content area(s) taught and create learning experiences that make these aspects of subject matter meaningful to students.

A number of measures are used to assess Knowledge of Subject Matter. These include:

- **Praxis II Content Area Examinations.** Content area assessments are required by the State Board of Education of graduates seeking teacher certification effective fall 2004.

- **Work Samples.** During early block experiences, candidates complete “formative” teacher work samples. The student teaching experience requires a completed “summative” work sample through which candidates demonstrate their ability to plan, deliver, and assess standards-based units of instruction, analyze student learning, reflect on the results of their instruction for professional development and future practice, and show results of helping all students learn. Work samples are based on up-to-date content that reflects knowledge of the discipline and modes of inquiry where appropriate.
- **Surveys:** Follow-up surveys have been conducted for program graduates and their employers and disseminated each spring as indicators of program effectiveness.

Principle 2 Knowledge of Human Development and Learning: The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social and personal development.

At the K-8 level, candidate knowledge of Human Development and Learning receives primary emphasis in Block 1. Co-requisite courses are taken in ED-CIFS 203 Educational Psychology; ED-ECS 220 Child, Family, and Community; ED-CIFS 230 Elementary Child Observation & Tutoring; and a field experience as part of ED-CIFS 260 Child Observation & Tutoring. Objectives include 1) understanding learning theory, 2) observing and reflecting on classroom environments and students, 3) refining observation, reflection, and evaluation skills, and 4) learning and using several different learning strategies. In Block 2, students complete co-requisite courses in ED-BLESL 200 Cultural Diversity in the Schools, ED-SPED 250 Exceptionality in the Schools, and ED-CIFS 261 Field Experience in Diversity & Exceptionality. Candidates have an additional opportunity to apply concepts and theories as they complete a full professional year experience in Blocks 5 and 6.

Secondary and graduate level candidates complete ED-CIFS 302/538 Learning and Instruction, ED-SPED 350/550 Teaching Students with Exceptional Needs, and ED-CIFS 301/560 Teaching Experience I. Primary objectives include: 1) understanding learning theory, 2) refining observation, reflection, and evaluation skills, and 3) learning and using several different learning and teaching strategies. In Block 2 candidates complete co-requisite courses in ED-LTCY 402/544 Content Literacy, Content Methods in their major area, and ED-CIFS 401/561 Professional Year – Teaching Experience II. These objectives are further refined as candidates complete their student teaching experience in conjunction with Block 3.

Principle 3 Adapting Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

At the K-8 level, candidate ability to adapt instruction for individual needs is addressed in Block 1 where co-requisite courses are taken in ED-CIFS 203 Educational Psychology; ED-ECS 220 Child, Family, and Community; ED-CIFS 230 Elementary Child Observation & Tutoring; and an associated field experience. Objectives include 1) understanding learning theory, 2) observing and reflecting on classroom environments and students, 3) refining observation, reflection, and evaluation skills, and 4) learning and using several different learning strategies. In Block 2 students complete co-requisite courses in ED-BLESL 200 Cultural Diversity in the Schools, ED-SPED 250 Exceptionality in the Schools, and ED-CIFS 261 Field Experience in Diversity & Exceptionality. Candidates also apply concepts/theories while completing the professional year experience in Blocks 5-6.

Secondary and graduate level candidates complete ED-CIFS 302/538 Learning and Instruction, ED-SPED 350/550 Teaching Students with Exceptional Needs, and ED-CIFS 301/560 Teaching Experience 1. Primary objectives include: 1) understanding learning theory, 2) refining observation, reflection, and evaluation skills, and 3) learning and using several different learning and teaching strategies. Block 2 candidates complete co-requisite courses in ED-LTCY 402/544 Content Literacy, a Content Methods course in their major, and ED-CIFS 401/561 Professional Year – Teaching Experience II. These objectives are further refined as candidates

complete their student teaching experience in conjunction with Block 3. In all cases, candidates' ability to adapt instruction for individual needs is assessed through teacher work samples during the professional year experience where they are required to demonstrate a standards-based unit of instruction, analyze student learning, and reflect on the results of their instruction for professional development and future practice.

Principle 4 Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Candidate understanding and use of a variety of instructional strategies to support student learning are addressed through multiple course-based assessments. As such, the grade point average for education courses is used as one indicator. To qualify for admission to teacher education candidates must achieve an education grade point average of 2.75. Candidates must achieve a 3.00 education grade point average for admission to the professional year.

Candidate ability to understand and use multiple instructional strategies is also assessed in the content methods courses, field experiences completed as part of Block requirements, and during the student teaching experience. In the K-8 program this includes ED-CIFS 436 Elementary Social Studies Curriculum and Methods, ED-CIFS 437 Elementary Science Curriculum and Methods, ED-CIFS 438 Elementary Math Curriculum and Methods, ED-CIFS 439 Elementary Classroom Management Skills, ED-CIFS 460 Professional Year 1, ED-CIFS 461 Professional Year 2, and ED-CIFS 462-469 Teaching Experience Specialty Area. At the secondary and graduate levels this includes ED-LTCY 402/544 Content Literacy for Secondary Students, a Content Methods course in their major, ED-CIFS 401/561 Professional Year-Teaching Experience II, and ED-CIFS 481-485/ Student Teaching. Evidence of successful completion is further verified as part of the 3-way evaluations that take place during the last two blocks of the elementary, secondary, and graduate education programs.

Principle 5 Classroom Motivation and Management Skills: The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

In the K-8 program ED-CIFS 203 Educational Psychology, ED-SPED 250 Exceptionality in the Schools, and ED-CIFS 261 Field Experience in Diversity and Exceptionality candidate understanding of individual and group motivation is assessed. At the secondary and graduate level this is addressed in ED-CIFS 302/538 Learning and Instruction, ED-SPED 350/550 Teaching Students with Exceptional Needs, and ED-CIFS 301/560 Teaching Experience I.

Principle 6 Communication Skills: The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Praxis I is used to assess basic written communication skills prior to admission to the teacher education programs. Of the 232 candidates who took Praxis I writing assessment and completed the program during the 2003-2004 academic year, 231 (99.6%) achieved a passing score. Once admitted to teacher education, candidates' communication skills are monitored in each of the courses.

Through successful completion of EDTECH 202 Educational Technology: Classroom Applications candidates' ability to integrate technology into teaching and learning is assessed. As part of the course requirements, candidates must successfully pass the Educational Technology Assessment (ETA) indicating skills in the use of word processing, spreadsheet, database, presentation, and communication tools to support the development of instructional materials and the planning and delivery of instruction into the learning process. The ETA contains the foundation standards emphasized by the International Society for Technology

in Education and must be completed successfully prior to being admitted to teacher education. Of the 233 candidates who took the ETA and completed the program during the 2003-2004 academic year, 232 (99.6%) achieved a passing score.

Principle 7 Instructional Planning Skills: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and the curriculum goals.

Teacher work samples are used to help assess a candidate's ability to plan and prepare instruction based on knowledge of subject matter, students, the community, and curriculum goals. As a minimum, seven components are included: 1) contextual factors, 2) learning goals, 3) assessment plan, 4) design for instruction, 5) instructional decision-making, 6) analysis of student learning, and 7) reflection/self-evaluation.

Instructional planning skills are also assessed as candidates complete each field experience, including the professional year. The latter includes successfully completing a three-way evaluation that consists of the candidate, liaison, and mentor teacher.

Principle 8 Assessment of Student Learning. The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Elementary candidates complete specific literacy courses including ED-LTCY 340 Comprehensive Literacy, ED-LTCY 341 Language Arts through Children's Literature, ED-LTCY 360 Field Experience in Developmental Literacy, and ED-LTCY 440 Content Area Literacy Development K-8 and pass a statewide comprehensive literacy examination that includes three parts, including a section on assessment.

Field experiences include both formative and summative "teacher work samples" indicating the candidate's ability to accurately assess and analyze student progress, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Principle 9 Professional Commitment and Responsibility: The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

The teacher education conceptual framework, The Reflective Practitioner, indicates candidates are able to "think critically about pedagogy, subject matter, and the needs and backgrounds of all students. . . and requires educators to test ideas and hypotheses and to judge the worth of activities by careful observation of consequences." Candidate's ability to reflect on student learning and approach to teaching is primarily assessed through field experiences and development of teacher work samples. In the elementary program this consists of ED-ECS 260 Field Experience/Child Observation, ED-CIFS 261 Field Experience in Diversity and Exceptionality, ED-LTCY 360 Field Experience in Developmental Literacy, and ED-CIFS 460 Professional Year 1. At the secondary and graduate levels this includes ED-CIFS 301/560 Teaching Experience I; ED-CIFS 401/561 Professional year, Teaching Experience II; and ED-CIFS 481-485 Student Teaching. In essence, candidates are asked to draw conclusions about the extent to which learning goals were met and cite evidence to support those conclusions.

Principle 10 Partnerships: The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

As elementary and secondary education candidates participate in required field experiences, they are evaluated by their mentor teachers and university liaisons related to their ability to work effectively with students,

families, and the community. Candidate ability to establish and maintain collaborative relationships and partnerships to support the learning and well-being of students is assessed through teaching performance evaluations. At the K-8 level this includes writing letters to parents; visiting with at least three ancillary personnel; completing the teaching environment profile; taking students to and from special events; attending school open houses and parent/teacher conferences; participating in in-service meetings and at least one other extracurricular activity.

At the secondary/graduate levels candidates seek out additional tasks, consistently offer aid to the cooperating teacher and university supervisor, contribute to overall staff moral, be a positive force within the school community, and establish and maintain regular, systematic communication with parents regarding student progress and/or behavior.

Through the Office of College/School Partnerships and Field Experiences formal partnerships have been established with schools located in the Treasure Valley and beyond.

Candidate Data

| Admissions to: | Teacher Education | | | Professional Year | | |
|----------------------|-------------------|-------------|-------|-------------------|-------------|-------|
| | Fall 2003 | Spring 2004 | Total | Fall 2003 | Spring 2004 | Total |
| Elementary Ed | | | | | | |
| Applied | 88 | 80 | 168 | 58 | 37 | 95 |
| Admitted | 72 | 37 | 109 | 55 | 30 | 85 |
| Percent Admitted | 82 | 46 | 65 | 95 | 81 | 89 |
| | | | | | | |
| Secondary Ed | | | | | | |
| Applied | 61 | 90 | 151 | 104 | 94 | 198 |
| Admitted | 45 | 69 | 114 | 99 | 91 | 190 |
| Percent Admitted | 74 | 77 | 75 | 95 | 97 | 96 |

| FIELD EXPERIENCE PLACEMENT SUMMARY 2003-2004 | | | |
|--|-----------|-------------|-------|
| | Fall 2003 | Spring 2004 | Total |
| Elementary Education | | | |
| Block I | 71 | 53 | 124 |
| EDUC 262 | 17 | | 17 |
| Block II | 81 | 86 | 167 |
| Block III | 70 | 43 | 113 |
| Block IV | 15 | 52 | 67 |
| Block V | 49 | 26 | 75 |
| Block VI | 18 | 48 | 66 |
| TE 412 | 6 | 5 | 11 |
| Regular Student Teaching | 17 | 12 | 29 |
| Secondary Education | | | |
| Block I | 33 | 56 | 89 |
| Block II | 42 | 33 | 75 |
| Block III | 47 | 65 | 112 |
| Regular. Student Teaching | 15 | 18 | 33 |

| RECOMMENDED FOR CERTIFICATION BY MAJOR 2003-2004 | | | |
|--|-----------|-------------|------------|
| | Fall 2003 | Spring 2004 | Total |
| Elementary Education | | | |
| Bilingual | 7 | 11 | 18 |
| ECE | 3 | | 3 |
| Elementary K-8 | 18 | 50 | 68 |
| Spec. Education | 6 | 9 | 15 |
| Totals | 34 | 70 | 104 |

| RECOMMENDED FOR CERTIFICATION BY MAJOR 2003-2004 | | | |
|--|-----------|-------------|------------|
| Secondary Education | Fall 2003 | Spring 2004 | Total |
| Anthropology | | | |
| Art K-12 | 4 | 8 | 12 |
| Biology | 3 | 2 | 5 |
| Chemistry | 1 | | 1 |
| Communications | | 1 | 1 |
| Economics | 1 | 2 | 3 |
| English | 9 | 13 | 22 |
| Earth Science | | 1 | 1 |
| French | | 1 | 1 |
| German | | 1 | 1 |
| History | 6 | 16 | 22 |
| Mathematics | | | |
| Music K-12 | 1 | 5 | 6 |
| Natural Science | 1 | 2 | 3 |
| Physical Education | 4 | 15 | 19 |
| Physics | | 1 | 1 |
| Political Science | 1 | 4 | 5 |
| Sociology | | 1 | 1 |
| Spanish | 1 | 4 | 5 |
| Speech | | | |
| Social Studies | 4 | 5 | 9 |
| Theatre Arts | 1 | | 1 |
| Totals | 37 | 82 | 119 |

School Personnel Certification Programs

School Counselors

The Master of Arts in School Counseling program and degree are fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the national and international accrediting body for counselor programs, and is designed to develop proficiencies delineated in the Idaho Standards for the Initial Certification of Professional School Personnel.

The Idaho Standards for School Counselors, a specialty area within the Idaho MOST (Maximizing Opportunities for Students and Teachers), are incorporated into the Boise State Counselor Education curriculum to assist counselors in school settings to meet the performance standards in three broad domains: Academic/Technical Development, Career Development, and Personal/Social Development. The Idaho Standards are modeled after the School Counselor Standards developed by the American School Counseling Association (ASCA). The three domains coincide with the philosophy and organization of the "Idaho Comprehensive School Counseling program Model," which has been adopted and recommended by the State Department of Education and is implemented in a majority of Idaho school districts.

As do the Idaho MOST Standards for Teacher Education, the Standards for School Counselors establish the Principles upon which practice is based and delineate Knowledge, Disposition, and Performance Indicators suitable to assess that practice. Principle 1 provides the general Standards of Practice for school counselors while Principles 2- 5 address the Academic/Technical Development Domain, Principles 6 – 9 address the Career Development Domain and Principles 10 – 12 address the Personal/Social Development Domain. Counselors in school settings are assessed on each of the principles and their Indicators, as are Counselor Education programs and students.

The degree requires that students complete a minimum of 60 graduate credits. These credits are distributed throughout the eight Core CACREP areas: Human Growth and Development (7 credits), Social and Cultural Foundations (8 credits), Helping Relationships (8 credits), Group Work (3 credits), Career and Lifespan Development (3 credits), Appraisal (3 credits), Research and Program Evaluation (3 credits), and Professional Orientation (5 credits). Four credits of practicum during the second year and eight credits of Internship across the candidate's final two semesters are also required. The remaining eight credits of the required 60 are available to students through regularly offered electives and timely special topics courses. The practicum requirement is a closely supervised experience with 80% of the work in the Department's Counseling Laboratory and 20% in a partnership school. Internship sites throughout the area are utilized to maximize candidates' experiences in line with their specific career goals, with at least half of the 700 required hours occurring in a school setting.

Counseling candidates must pass a culminating experience that includes a written comprehensive examination and videotaped evidence of skill and theory integration supported by a comprehensive portfolio demonstrating professional growth and counseling applications with culturally appropriate awareness. Each student works with a Program Advisor and a Supervisory Committee as part of the portfolio process.

At graduation the candidate is eligible for endorsement as a School Counselor in Idaho and, upon passing the National Counselor Examination (NCE), is eligible to apply to become a Licensed Professional Counselor (LPC) in the state of Idaho. During the 2003-2004 academic year, 10 candidates completed the program and were recommended for the Professional Counselor License.

Social Work

The Master of Social Work program is fully accredited nationally by the Council on Social Work Education (CSWE) and is designed to prepare students for advanced social work practice with individuals and families. Students learn clinical, organizational, policy, and administrative skills necessary for promoting social justice and equality, and enhancing the quality of life for all people. The program provides a broad and in-depth knowledge base in order to prepare students for advanced social work practice in a wide array of settings. To be recommended for School Personnel Certification, candidates must successfully complete the 61-credit program including SOCWRK 575 (6 credit practicum), SOCWRK 576 (6 credit practicum) in a public school setting, and SOCWRK 597 (Special Topic: School Social Work) as part of their course of study.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

_____ Name of responsible institutional representative
for teacher preparation program

_____ Title

Certification of review of submission:

_____ (Signature)

_____ Name of President/Chief Executive (or designee)

_____ Title